



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Vickery School

SAU: RSU 53/MSAD 53

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2011-2012 NCLB Report Card



School: Vickery School
SAU: RSU 53/MSAD 53
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	79	77	97	58	58	73	6	52	27	14	77	0	
	2010-2011	63	63	100	70	70	70	10	60	13	17	63	0	0
Female	2009-2010	45	45	100	60	60	76	9	51	33	7			
	2010-2011	31	31	100	84	84	74	16	68	10	6			
Male	2009-2010	34	32	94	56	56	69	3	53	19	25			
	2010-2011	32	32	100	56	56	66	3	53	16	28			
Caucasian/White	2009-2010	71	69	97	62	62	74	7	55	23	14			
	2010-2011	61	61	100	69	69	71	10	59	13	18			
African American/Black	2009-2010	3	3	100			46							
	2010-2011	2	2	100			43							
Hispanic	2009-2010	2	2	100			58							
	2010-2011	0	0				60							
Asian or Pacific Islander	2009-2010	1	1	100			71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	2	2	100			66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	46	45	98	56	56	62	4	51	31	13			
	2010-2011	33	33	100	55	55	58	3	52	15	30			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	11	9	82			38							
	2010-2011	5	5	100			34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Vickery School
SAU: RSU 53/MSAD 53
Grade: 04



**MAINE
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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	81	81	100	56	56	67	15	41	26	19	80	1	
	2010-2011	84	84	100	51	51	67	13	38	27	21	82	2	0
Female	2009-2010	44	44	100	66	66	71	14	52	20	14			
	2010-2011	46	46	100	52	52	72	17	35	28	20			
Male	2009-2010	37	37	100	43	45	63	16	27	32	24			
	2010-2011	38	38	100	50	49	63	8	42	26	24			
Caucasian/White	2009-2010	81	81	100	56	56	68	15	41	26	19			
	2010-2011	74	74	100	51	51	68	14	38	28	20			
African American/Black	2009-2010	0	0				43							
	2010-2011	3	3	100			40							
Hispanic	2009-2010	0	0				59							
	2010-2011	1	1	100			54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	2	2	100			67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	2	2	100			62							
Economically Disadvantaged	2009-2010	51	51	100	47	48	56	6	41	29	24			
	2010-2011	50	50	100	44	43	56	10	34	28	28			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	13	13	100	<1	7	34	<1	<1	38	62			
	2010-2011	16	16	100	13	12	29	<1	13	25	63			
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

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2011-2012 NCLB Report Card



School: Vickery School
SAU: RSU 53/MSAD 53
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	79	77	97	44	44	62	6	38	29	27	77	0
	2010-2011	63	63	100	48	48	61	6	41	38	14	63	0
Female	2009-2010	45	44	98	45	45	61	9	36	32	23		
	2010-2011	31	31	100	52	52	59	6	45	39	10		
Male	2009-2010	34	33	97	42	42	63	3	39	24	33		
	2010-2011	32	32	100	44	44	64	6	38	38	19		
Caucasian/White	2009-2010	71	69	97	46	46	63	7	39	28	26		
	2010-2011	61	61	100	48	48	63	7	41	38	15		
African American/Black	2009-2010	3	3	100			31						
	2010-2011	2	2	100			30						
Hispanic	2009-2010	2	2	100			52						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	1	1	100			65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	2	2	100			54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	46	44	96	43	43	50	2	41	34	23		
	2010-2011	33	33	100	45	45	49	3	42	36	18		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	11	10	91	10	10	33	<1	10	50	40		
	2010-2011	5	5	100			35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	81	80	99	50	51	62	5	45	20	30	79	1
	2010-2011	84	84	100	39	39	60	7	32	31	30	83	1
Female	2009-2010	44	44	100	50	50	62	7	43	16	34		
	2010-2011	46	46	100	43	43	60	9	35	30	26		
Male	2009-2010	37	36	97	50	51	63	3	47	25	25		
	2010-2011	38	38	100	34	33	61	5	29	32	34		
Caucasian/White	2009-2010	81	80	99	50	51	63	5	45	20	30		
	2010-2011	74	74	100	41	40	61	8	32	31	28		
African American/Black	2009-2010	0	0				36						
	2010-2011	3	3	100			31						
Hispanic	2009-2010	0	0				45						
	2010-2011	1	1	100			48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	2	2	100			64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	2	2	100			56						
Economically Disadvantaged	2009-2010	51	50	98	38	39	50	<1	38	24	38		
	2010-2011	50	50	100	34	33	48	4	30	32	34		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	13	12	92	25	31	36	<1	25	8	67		
	2010-2011	16	16	100	13	12	31	<1	13	25	63		
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Vickery School
SAU: RSU 53/MSAD 53
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 99	E: 99 M: 99	63	E: 63 M: 70	E: 69 M: 70	100	E: 100 M: 100	E: 99 M: 99	46	E: 46 M: 55	E: 61 M: 61	95	94	95
Caucasian/White	100	E: 100 M: 99	E: 99 M: 99	63	E: 63 M: 69	E: 70 M: 71	100	E: 100 M: 100	E: 99 M: 99	47	E: 47 M: 55	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	100	E: 99 M: 100	E: 99 M: 99	55	E: 55 M: 60	E: 58 M: 58	100	E: 99 M: 100	E: 99 M: 99	43	E: 42 M: 46	E: 48 M: 47			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	8	E: 8 M: 29	E: 33 M: 30	*	E: * M: *	E: 98 M: 98	12	E: 12 M: 22	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Vickery School
SAU: RSU 53/MSAD 53



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	3	5	5	2	2	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.